SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Leadership - Dean, Student Development Office

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Success:

Successes experienced by the School of Student Development since the last program review has been the increased buy in and use of online resources to support students and improve services. Prior to the last program review (before the pandemic), there was more reluctance in terms of figuring out ways to provide services outside of the norm (face-to-face).Since returning to campus, all areas within the school of student development have been willing to use and provide alternate options for serving students through the use of technology. There has also been a increase in the number of Personal Growth instructors who are certified to teach online which is now 95%.

On the other hand, the benefits of online services have created a new set of challenges for the school of student development, Programs and departments have found themselves in situations where they are not only providing online services, but also face to face services. They continue to try to find a delicate balance in providing various options for students.

Success specific to the School of Student Development include the following:
- Completion of the Veterans Success Center
- Updated Mesa virtual orientation and campus tour with student testimonials. The students reflected on the videos are actual Mesa students that reflect the diversity of the institution and programs.

The links below will allow you to access the videos and testimonials.
- Video Tour: https://www.youtube.com/watch?v=QCEonUsBV50
- Career Before Ed Planning: https://www.youtube.com/watch?v=t4CjwqaelTg
- Paying For College: https://www.youtube.com/watch?v=1WzGdf97JNc
- Resource Center: https://www.youtube.com/watch?v=TIGxlfUI-mo
- Academics: https://www.youtube.com/watch?v=omhq7HTzp8E
- Student Life: https://www.youtube.com/watch?v=m-env7XiVUQ
- Student Services: https://www.youtube.com/watch?v=h_iJBlgSs4E

- Coordination of the APIA Employee and Student Gathering and support received to continue organizing events that support activities that ties into Mesa's Student Equity Plan in terms of the continued commitment to the following:
  - Viewing students from an asset based perspective
  - Viewing our work through an equity lens
  - Commitment to addressing and eliminating systemic barriers
- The availability of HEERF funds has allowed the School of Student Development to incentivize participation in re-engagement activities designed to increase student retention and success, such as the education plan campaign, Handshake. Furthermore, these funds have made it possible to hire additional hourly employees and adjunct counselors to support Admissions, Veterans Services, Transfer and Career, General Counseling.
- Increased partnership with Instruction has resulted in collaborative efforts between student services and instruction. Including course offerings, students' needs and impact on completion, and enrollment management

Challenges:
- A main challenge that the Student Development Department is experiencing is the lack of consistent in person staff support for the Dean. The clerical support for the Dean of Student Development has been working from home since April 2020 due to a medical accommodation. There are many daily office tasks that need to be done face to face, which have been greatly impacted due to the lack of staffing.
- There continues to be unfilled positions in the Student Development division, due to promotions, and the leads are diligently working to fill these positions.

Summary and Reflection

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
The Counseling Department had a recent approval for PERG 160 - Stress Management and Well Being in the Modern World, and also received approval for the Personal Development and Self-Advocacy Certificate Program. I am proud of the department for this accomplishments.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Demand for services in Student Development division continue to be high, but services have shifted and departments are not only providing face to face, but also remote options for services.

Many processes handled by the Student Development Office shifted online due to the JIRA platform. The office continues to work with the Evaluations and District Office to look at ways to support students' needs by removing the barrier. For example, we learned that many students experience hardships with using Adobe Acrobat and PDF, so we have removed this requirement and are shifting to the online platform. District student services has been incredibly helpful in addressing these concerns and providing support to improve the student experience.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
The Student Development division follows the same data as the institution. The following are equity gaps for Mesa College. The equity gaps below are aligned with the San Diego Mesa College Student Equity Plan.

Successful Enrollment
Black or African American
- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Black or African- American enrollment by 5%

Native Hawaiian or other Pacific Islander
- 1-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 2-year outcome: Increase Pacific Islander sense of belonging measured using survey data
- 3-year outcome: Increase Pacific Islander enrollment by 5%

Completed Transfer-Level Math & English
Black or African American
- 1-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 2-year outcome: Increase Black or African-American sense of belonging measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Black or African-American by 5%

Hispanic or Latino
- 1-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 2-year outcome: Increase Sense of Belonging for Latino/a/x measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Hispanic or Latino a/x by 5%

Native Hawaiian or other Pacific Islander

Summary and Reflection

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Completion of Transfer Level Math & English for Native Hawaiian or Pacific Islander by 5%

Persistence: First Primary Term to Secondary Term
Black or African American

- 1-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Improve Black or African American retention from primary term to secondary term by 5%

Hispanic or Latino

- 1-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 2-year outcome: Increase sense of belonging for Hispanic or Latino/a/x measured using survey data
- 3-year outcome: Increase Hispanic or Latino/a/x, retention from primary term to secondary term by 5%

Transfer
Black or African American

- 1-year outcome: Increase Sense of belonging for Black or African American measured using survey data
- 2-year outcome: Increase sense of belonging for Black or African American measured using survey data
- 3-year outcome: Increase Black or African American transfer by 5%

Hispanic or Latino

- 1-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 2-year outcome: Increase Sense of Belonging for Hispanic measured using survey data
- 3-year outcome: Increase Hispanic transfer by 5%

Native Hawaiian or other Pacific Islander

- 1-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 2-year outcome: Increase Sense of Belonging for Pacific Islander measured using survey data
- 3-year outcome: Increase Pacific Islander or Hawaiian Native transfer by 5%

Completion
Black or African American

- 3-year outcome: Increase the completion rate for Black Students by 5%

Hispanic or Latino

- 3-year outcome: Increase the Completion Rate for Hispanic Student by 5%

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Dean of Student Development continues to work with division leads to engage in dialogue on course, service, and program area outcomes. The Dean of Student Development works alongside the Acting Dean of Student Success and Equity to include equity-minded discussion items in school meetings. Additionally, presentations and discussions continue to be centered around equity and the Student Equity Plan for Mesa College, to ensure that we are aligning our efforts with the comprehensive strategic plan and working together with various programs, services, and instruction to eliminate equity gaps based on intentional practices.

Examples of places and spaces where Mesa's Student Equity Plan has been presented include the following:

- Success, Equity, and Transformation Committee (SET)
- President's Cabinet
- Academic Senate
- Instructional Deans
- Chairs Council
- Committee for Diversity, Action, Inclusion, and Equity
- Classified Senate
- Counseling Department

Summary and Reflection

- Student Services Council

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The Dean of Student Development has been taking intentional approaches towards facilitating equity discussions as applicable. Examples include the following:

- Encouraging faculty and staff to present in Spotlight on Equity and Excellence during President's Cabinet
- Interview questions and decisions centered around equity
- Equity considerations in the heart of decisions in areas concerning employment, review of policies and procedures.
- Ensuring that the Student Equity Plan is presented to faculty, staff, student services, and instruction
- Discussing equity in enrollment and discussions during instructional deans
- Equity goals added in faculty and staff evaluations
- Promoting opportunities that allow us to address ways equity minded approaches through the use of HEERF and Retention and Success Funds (Ed Plan campaign for African American/Black, Hispanic/Latino/a, AANHPI students)
- Bringing on board project assistants to support the Asian American Native Hawaiian Pacific Islander (AANHPI) initiative to promote a sense of belonging and inclusive campus environment

Dean of Student Development has been taking a more active role in supporting Mesa's disproportionately impacted student groups (African American/Black, Latino/a/e/x, AAPI). In addition to supporting the cross cultural solidarity activities and workshops for KUP - Kapwa, UMOJA, Puente, and serving as the lead for AANHPI - SAP - Asian American Native Hawaiian Pacific Islander Student Achievement Program.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Other factors that might impact the data trends on equity gaps may include the following:

- The pandemic has dramatically impacted our students, more so those from the disproportionately impacted student groups, and most vulnerable student population such as our African American/Black, Hispanic/Latino/a/x, APIA student population. Specifically, the pandemic exacerbated the problems experienced by students, making it more difficult for them to recover.
- We need to focus on rebuilding our community and working towards increasing the sense of belonging for our students. It becomes more critical that we create spaces and opportunities that allow students to engage with each other and be seen in their unique spaces.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
Yes, The Counseling Department had a recent approval for PERG 160 - Stress Management and Well Being in the Modern World, and also received approval for the Personal Development and Self-Advocacy Certificate Program. I am proud of the department for this accomplishments.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

No

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

Dean of Student Development has been taking a more active role in supporting Mesa's disproportionately impacted student groups (African American/Black, Latino/a/e/x, AAPI). In addition to supporting the cross cultural solidarity activities and workshops for KUP - Kapwa, UMOJA, Puente, and serving as the lead for AANHPI - SAP - Asian American Native Hawaiian Pacific Islander Student Achievement Program.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

The Dean of Development accepted a position at another community college in Region 10. In September of 2024, an Acting Dean was appointed to serve in this capacity until the end of January 2025. In the past four months the Acting Dean has supported the programming in the offices of General Counseling, Transfer, Career, Evaluations, Veterans Success Center and Admissions. Additional assignment to this role is overseeing the Asian American Native Hawaiian Pacific Islander, Student Achievement Program (AANHPI-SAP)funding. In supporting activities from these programs it is the intention to increase campus engagement, a sense of belonging, retention, success and completion. Each of these programs in their program reviews will highlight data to the number of students served and outcomes to such metrics.

Since July 1 of 2024, the School of Development has hired several project assistants/Nances to support the Veteran services, Admission services, and coverage at the Veterans Success Center. Additionally the Office of Admissions has had some temporary personnel changes as one personal is serving in an acting role and another is on leave. These changes have not impacted direct services to students.

In General Counseling, a permanent Student Service Technician was hired and will onboard in January of 2025 and will hire a new full-time Assistant Professor/Counselor to support Veterans and Military Affiliated students to begin in February 2025. There will be an additional Classified Professional hire for a Student Services Assistant in spring of 2025. The Transfer Center (TCE has some personnel transitions as in the fall of 2024, TCE Supervisor has accepted an acting position at Miramar College, until the end of June of 2025. As well as a second personnel transitioned to a SST acting position in the Office in Student Services. However, several members of the TCE team has stepped up to support the temporary vacancies to ensure direct student services are not hampered.

Over ten campus activities funded by AANHPI-SAP have been offered during the fall of 2025, all well attended by students in the learning communities of KAPWA. Additional attendance included students in UMOJA and in Puente, serving as a reference to solidarity building between our disproportionate student population.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

No updates

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

Many of the practices that were highlighted from the previous Dean of Student Development are still practices with the Acting Dean. No major updates for this area.

Summary and Reflection

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

In the academic Year 2025 several activities were completed: 1) The development, updated and approval of the Mesa's Student Equity Plan 2025-20208 2) Hiring of 2 General Counselors to replace a promotion and a retirement 3) The hiring of an admissions supervisor to replace a retirement and three other positions due to promotions in the department 4) the hiring of two SSA position in General Counseling due to promotions 4) 99% of The Student Development programs which are responsible for Program Review completed a cycle of SSO assessment and reported the findings

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

In the Spring of 2025 the hiring of the permanent Dean of Student Development was completed. One of the many projects began in February of 2025 which was to create a cross-sectional campus wide team to support the writing of the 2025-2028 equity plan. The Chancellors Guidance for the plan was to assure that the plan need to be race-conscious in its development, the plan was to be developed with the active involvement of all groups on campuses and adhere to closing the equity gaps within the success metrics. In collaboration with the Dean of Student Equity, a number of meetings were conducted as we reviewed data to develop strategies to support our goal to fully close the equity gaps.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Equity

Unit Goal: Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.)

Goal Status: Completed

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 09/11/2023 **Action Plan Update**: The Student Development Leadership Team agrees and supports the importance of professional development. The team continues to work towards attaining this action plan and has been actively involved in looking at professional learning opportunities.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal 1 - Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.) Actions: 1. Report back to the Student Development Leadership Team 2. Increased awareness of equity minded practices and processes **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Improve Program/Service Area Processes

Unit Goal: Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)

Unit Goals, Action Plans, and Updates

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 - Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023. Actions: 1. Implement practice changes that improve the student experience 2. Identify policy that needs to be reassessed to be equity minded **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Professional Development/Learning Centered Around Equity

Unit Goal: Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.)

Goal Status: Completed

Beginning Year: 2024 - 2025

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal 1 - Encourage student development leadership team to improve equity knowledge by attending a conference and/or professional learning opportunity related to their areas each semester. (examples include taking a class, attending a conference and/or workshop, etc.) Actions: 1. Report back to the Student Development Leadership Team 2. Increased awareness of equity minded practices and processes **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Improve Program/Service Area Processes

Unit Goal: Encourage student development leadership team to improve program/service area processes and practices through assessment, analysis, and feedback (with a focus on equity minded approaches) by the end of 2025.

Goal Status: Completed

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 - Encourage student development leadership team to improve program/service area processes through equity minded approaches by the end of 2023. Actions: 1. Implement practice changes that improve the student experience 2. Identify policy that needs to be reassessed to be equity minded **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

AANHPI and AANAPISI

Unit Goal: Support equity efforts by working with AANHPI student success fellows and partnering with AANAPISI to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander students.

Goal Status: Completed

Beginning Year: 2024 - 2025

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Goal 3 - Support equity efforts by working with AANHPI student success fellows to create opportunities and events centered around creating a sense of community and belongingness for Asian American Native Hawaiian Pacific Islander student population. Actions: 1. Hire two AAPI student success fellows to help create opportunities and events centered around creating a sense of community and belongingness for AANHPI student population 2. Take additional efforts to support retention programs and working **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	